

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

What is this session about?

Communicating epidemiology research results to policy makers, program staff and community members is an important part of epidemiology practice. Researchers/investigators need to interpret and communicate their research results appropriately to diverse audiences. Communicating results needs a strategy that addressed the delivery process of the content to accommodate different audiences (health professionals as well as non-epidemiology audiences) who may be impacted by the results or are stakeholders in the investigation. Depending on the nature and type of research, investigators should share and translate their study results to reach to a broader audience, beyond the scientific research community.

Training goal:

Support state and local MCH health agencies learn strategies of communicating MCH data results to the practitioners, policy makers and lay audiences.

Preliminary Training Objectives:

Upon completion of the two-day training, participants should be able to:

1. Understand how to communicate epidemiologic research results to intended audiences
2. Identify communication tools that can be used for preparing and communicating data to address a public health problem
3. Network with MCH data professionals to enhance ability to communicate epidemiology research results to their leaders and community.

Target Participants:

The communication training will support state and local public health agencies to communicate data related capacity-building skills to state epidemiology practitioners who have significant responsibility for collecting, processing, analyzing and reporting maternal and child health data to program decision and policy makers. The training curriculum is designed to build conceptual, translational skills related to communicating data pieces to intended audiences, with a focus on applications that are relevant to their day-to-day work. Participants will be state epidemiologists/data analyst and MCH or CSHCN Director, or the state staff member overseeing data record initiatives.



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Instructors



Deborah J. del Junco, Ph.D.

Senior Epidemiologist and Associate Professor
Biostatistics, Epidemiology and Research Design
(BERD) Core
Center for Clinical and Translational Sciences
University of Texas Health Science Center at Houston
UT Professional Building, Suite 1100.27
6410 Fannin St
Houston, TX 77030
Phone: (713) 500-7902
Fax: (713) 500-0766
Email:
Deborah.J.DelJunco@uth.tmc.edu

Anne M. Sweeney, PhD.

Texas A&M Health Science Center
John B. Connally Building
301 Tarrow Street
College Station, TX 77840-7896
Phone: (979) 458-7200
Fax: (979) 458-7202
Email: sweeney@srph.tamhsc.edu



CityMatCH

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Guidelines for the Ethical Practice of Epidemiology and Public Health

The instructors reviewed the following document and discussed each point with the class participants: [Ethical principles.pdf](#). There were no slides.



Audio



Transcript

Resources on Ethical Guidelines

[American College of Epidemiology Ethics Guidelines](#)

[APHA Principles of the Ethical Practice of Public Health](#)

[International Ethical Guidelines for Epidemiological Studies](#)

[IEA Guidelines for Proper Conduct of Epidemiological Research](#)

[Ethics Guidelines for Environmental Epidemiologists](#)

Book Reference

Case studies in Public Health Ethics

Coughlin SS, Soskolne CL, Goodman KW American Public Health Association Washington, DC 1997, ISBN 0-87553-232-2



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Guidelines for Reporting Results of Epidemiologic Research in the Literature

“Bradford Hill Guidelinesone of the hallmarks of the cause and effect interpretation”In 1965, Sir Austin Bradford-Hill, a British medical statistician, established nine widely used criteria to determine the strength of an association between a disease and its supposed causative agent. These criteria are used as a way of determining the causal link between a specific factor (e.g., cigarette smoking, presence of SV40) and a disease (such as cancer).”



Resources for Reporting Epidemiological Results

[The Strengthening the Reporting of Observational Studies in Epidemiology \(STROBE\) Statement](#)

[Strengthening the Reporting of Observational Studies in Epidemiology \(STROBE\) Explanation and Elaboration](#)

[STREGA, STROBE, STARD, SQUIRE, MOOSE, PRISMA, GNOSIS, TREND, ORION, COREQ, QUOROM, REMARK. and CONSORT: for whom does the guideline toll?](#)

[Criticisms of Meta-Analysis](#)

The instructor played a **YouTube video** on the Belmont Report



CityMatCH

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Guidelines for Reporting Results of Epidemiologic Research to Other Intended Audiences

"The Belmont report review you just witnessed was going to be this morning and it turns out that I think it's the perfect entrée to what we are going to talk about now, which is promoting effective communication through research partnerships. Something that was said just a second ago sparked something in my mind about what happens to humans when we are called to the greater good in front of each other. even though it may seem scary for researchers to invite the public and invite the community to help them think through things, it's amazing, from what you just saw, that same overriding ethical framework.....comes over a committee when they're called upon to think, not only how they feel, but the weight of their responsibility to represent others."



Resources for Reporting Results to Other Intended Audiences

Communicating exposure and health effects results to study subjects, the community and the public: Strategies and challenges

Communications with research participants and communities: foundations for best practices

Community-Based Participatory Research: Lessons Learned from the Centers for Children's Environmental Health and Disease Prevention Research

The Limits of Collaboration: A Qualitative Study of Community Ethical Review of Environmental Health Research



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Tools for Communicating Results to Legislators and Policy Makers

Guest Speaker:

Jodi A. Ray, MA

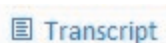
Project Director

Florida Covering Kids and Families

University of South Florida



"...we have kids that walk up to our table and, you know, their teeth are rotted out, because they have no access to dental care.... and therefore, the child's in constant pain. And subsequently the child is suffering academically and not doing well in school. We see this all the time, you know, you only need a few of those stories to make a point. Explain how your program helped."



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Communicating Results to Research Participants

"Formulating duly cautious interpretations and integrating it with previous literature and what you can tell participants it's kind of implicit in an informed consent process. Especially that participants be told not only what's in your study and what are your findings but how it relates to what's known in general.they deserve to know that information."



...scientists are neutral and you know that's just not really true.... We often have preconceived ideas about our hypothesis and I think it's important when you go into something that you try to think about what your thoughts are ahead of time and identify the ways that you could bias the study results that you want to pick. I always remember this joke I heard when I was really young..... there was a race between an American and a Russian and it got reported in you know that they had this race and the Russian beat the American which was unheard of so they reported it that the Russian came in second to last and the American came in second in the race you know so you know you can skew results."



Audio



Transcript



Slides

Resources for Communicating Results to Research Participants

[Communications with research participants and communities: foundations for best practices](#)

[The Limits of Collaboration: A Qualitative Study of Community Ethical Review of Environmental Health Research](#)

[Good Epidemiological Practice – IEA Guidelines for proper conduct of epidemiological research](#)

[Best Commercial Ever](#)



[Canadian Breast Exam](#)



Book Reference

Hyping Health Risks: Environmental Hazards in Daily Life and the Science of Epidemiology by Geoffrey C Kabat June, 2008 Cloth, 272 pages, 12 illus, 12 tables ISBN: 978-0-231-14148-2



CityMatCH

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

• In Literature

• To Audiences

• To Legislators

• To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Risk communication and Epidemiologists

Session participants discussed the following points. There were no slides.

Epidemiologists are increasingly called upon to communicate with affected publics when designing, interpreting, and reporting their work. The author offers eight guidelines for public communication:

- Tell the people who are most affected what you have found – and tell them first. (note: this is contrary to ethical guidelines that say results should be peer reviewed first)
- Make sure people understand what you are telling them, and what you think its implications are.
- Develop mechanisms to bolster the credibility of your study and your findings.
- Acknowledge uncertainty promptly and thoroughly.
- Apply epidemiological expertise where it is called for and do not misapply it where it is unlikely to help.
- Show respect for public concerns even when they are not “scientific.”
- Involve people in the design, implementation, and interpretation of the study.
- Decide that communication is part of your job, and learn the rudiments – it’s easier than epidemiology.

*(Source: Emerging Communication—Responsibilities of Epidemiologists
<http://www.psandman.com/articles/sess-3.htm>)*

Resources for Risk Communication

[Girl Disrupted](#)

[Hormone Disruptors and Women’s Health](#)

[UCSF Program on Reproductive Health and the Environment](#)



CityMatCH

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Risk communication and Epidemiologists (cont.)

"Tell people who are most affected what you have found and tell them first. Now notice that's contrary to one of the – who can remember, or who is the ethical principle keeper for, how you are not supposed to disclose things until they have been peer reviewed."



Audio



Transcript

Resources for Risk Communication (Cont.)

Shaping Our legacy: Reproductive Health and the Environment

Overview of Newborn Screening, Potential Uses of Residual Dried Blood Spots, and Protection of Privacy

The Public's Perceptions Related to Uses of Newborn Screening Dried Blood Spots

The Many Lives of the Newborn Screening Dried Blood Spot

The Power and the Promise: Working With Communities to Analyze Data, Interpret Findings, and Get to Outcomes

Current practices in spatial analysis of cancer data: mapping health statistics to inform policymakers and the public



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Black Infant Health Practice Initiative Case Study

Guest Speakers:

Estrellita “Lo” Berry, MA, LTFP

President, REACHUP, INC Project Director/Principal Investigator – Central Hillsborough Healthy Start Project

Vice-President of Programs for National Healthy Start Association

Board of Directors, Washington, DC

Community Advisory Board, Lead BIHPI

lberry@reachupincorporated.org

(813) 712-6301

Leisa J. Stanley, PhD, MS

Associate Executive Director

Healthy Start Coalition of Hillsborough County, Inc.

lstanley@hstart.org

(813) 233-2800, ext. 127

“When you say black infants die at twice the rate of white infants, that doesn’t always get the play. But when you say it’s 4.4 times, all of a sudden that’s shocking, and everybody’s like, we need to do something about this. Well, we’ve known all along we needed to do something about the disparity, but this allowed us to build the political will to try to address that disparity.”



CityMatCH

CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Review NY Times Article on Drop in Infant Mortality

Review this article: [Trying to Explain a Drop in Infant Mortality](#)

"...in Dane County, Wis., which includes Madison, the implausible has happened: the rate of infant deaths among blacks plummeted between the 1990s and the current decade, from an average of 19 deaths per thousand births to, in recent years, fewer than 5....." This kind of dramatic elimination of the black-white gap in a short period has never been seen."

Consider the following points as you review the article:

Slides

- Examine the findings/evidence (figures, tables, graphs)
- Consider the uncertainty in the evidence
 - Random error (e.g., confidence intervals)
 - Internal Validity - systematic error (confounding, selection bias, information bias)
 - External Validity - generalizability, construct validity
- Develop a list of plausible hypotheses that could explain the observed findings and identify the primary independent and outcome variables
- Identify additional factors that should be evaluated as potential confounders and effect modifiers (e.g., for subgroup analyses)
- Formulate recommendations for legislators/policy makers
- Outline strategy to engage legislators/policy makers



CONTENTS

About the Session

The Instructors

Ethical Practice

Reporting Results

- In Literature
- To Audiences
- To Legislators
- To Participants

Risk Communication

Infant Health Case Study

Review NY Times Article

Thanks for Your Interest!



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Senior Epidemiologist and Associate Professor
Biostatistics, Epidemiology and Research Design
(BERD) Core
Center for Clinical and Translational Sciences
University of Texas Health Science Center at Houston
UT Professional Building, Suite 1100.27
6410 Fannin St
Houston, TX 77030
Phone: (713) 500-7902
Fax: (713) 500-0766
Email:
Deborah.J.DelJunco@uth.tmc.edu

Anne M. Sweeney, PhD.

Texas A&M Health Science Center
John B. Connally Building
301 Tarrow Street
College Station, TX 77840-7896
Phone: (979) 458-7200
Fax: (979) 458-7202
Email: sweeney@srph.tamhsc.edu



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